

**Standard 7-1** The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

**7-1.1** Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770. (G, H, P)

**Taxonomy Level:** A 2 Understand/Factual Knowledge

**Previous/future knowledge:**

In 3<sup>rd</sup> grade, students used maps to identify the sea and land routes of explorers of South Carolina (3-2.3).

In 4<sup>th</sup> grade, students used maps to identify the routes of various sea and land expeditions to the New World and matched these to the territories claimed by different nations – including the Spanish dominance in South America and the French, Dutch, and English exploration in North America (4-1.3).

In 6<sup>th</sup> grade, students used a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1).

In 7<sup>th</sup> grade, students will compare how European nations exercised political and economic influence differently in the Americas (7-1.3). Students will also summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations (7-1.4). Students will summarize the characteristics of European colonial powers in Asia and their effects on the society and culture of Asia, including global trade patterns (7-1.5).

In Global Studies, students will explain the economic and cultural impact of European involvement on other continents during the era of European expansion (GS-4.2).

**It is essential for students to be able to identify** on maps the overseas exploration and settlement patterns of European nations in the 17<sup>th</sup> and 18<sup>th</sup> centuries. It's important for students to be able to identify the major European nations involved in international expansion and the areas/regions in which each expanded. Students should be able to utilize maps to identify the key exploration, trade, and settlement routes including the significant bodies of water or land passages on which travel occurred.

**It is not essential for students to know** the later settlements/expansion associated with imperialism of the 19<sup>th</sup> and 20<sup>th</sup> centuries. Although Standard 7-1 calls for an emphasis on the 17<sup>th</sup> and 18<sup>th</sup> centuries that should not discourage students from identifying European expansion from as early as the 15<sup>th</sup> century in this indicator.

**Assessment guidelines:** The objective of this indicator is to **identify** European expansion into the Americas, Africa, Asia, and Oceania. There should be a strong focus on maps, the ability of students to **interpret** maps, and **identify** the expansion of European nations

in these regions. The primary focus of assessment is to **locate** and **utilize** information on maps concerning this expansion. It would also be acceptable to for students to **hypothesize** about future events and trends in these regions based upon **interpreting** these maps, including the geographic and relational information therein.